

Behavior Intervention Plan

Name: Tom	Date:	Date of Birth:	
School:	Grade: 7th	Projected review date:	
Reason for FBA: <input type="checkbox"/> Initial <input type="checkbox"/> Revision <input type="checkbox"/> Discipline <input type="checkbox"/> Initial eligibility <input type="checkbox"/> ED <input type="checkbox"/> ASD <input type="checkbox"/> OHI			

Team Members (include name and position)	
Administrator	Parent
Teacher of Record	General Educator
School Counselor	Behavior Specialist

1. Hypothesis (from FBA):
Tom tears up papers when given a written assignment, he quickly escalates to verbal aggression (profanity) when challenged by a teacher to avoid doing work he doesn't want to do.

2. Prevention (action taken before behavior occurs):
Identify antecedent manipulations (e.g. changes to environment, instruction, adult and peer interactions) necessary to make the replacement behaviors more likely to occur and to contribute to the student's long term success.
Assess level of skill (in other classes); environmental observations; learning style inventory, provide audio text with key points document?, increase predictability

3. Replacement Behavior(s) (include as goal/objectives on IEP)
Identify where frustration begins, use nonverbal cues to communicate that frustration (or ask for help);

4. Teaching (to address skill and/or performance deficits)
List the instructional strategies / materials that will be used to teach the replacement behavior(s). Specify successive teaching steps needed for student to learn the replacement behavior(s).
Ways to request help; frustration management skills; recognizing his anger and frustration; advocating for his needs; learning to accept help;

5. Positive reinforcements for replacement behaviors.
Identify steps to follow when replacement behavior(s) occur.
Student reinforcement survey; determine when, how, where reinforcement occurs; discussion with a trusted adult

6. Problem behavior reducing strategies.
Identify steps to follow if problematic behavior(s) occur.
Non-confrontational intervening, planned ignoring; hot pass to a location to calm (with the understanding that the work will still need to be completed at some point);

7. Crisis management plan.
 Is the student likely to require crisis interventions due to concerns for the safety of self/others?
 no if yes, attach a crisis plan to the BIP

8. Behavior Goal (to be included on the IEP).

(e.g. Based on data collected, student will increase replacement behavior over a 9 week period):

When presented with a frustrating academic task, Tom will use a verbal or nonverbal means of requesting help in 7 of 10 situations.

9. Progress Monitoring/Data Collection

Identify data collection method(s) to be used (how, when, where, frequency and by whom behavior change will be measured and recorded):

Type	Location	Daily	Weekly	Quarterly	Staff responsible
<input type="checkbox"/> communication log		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> tally sheets		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> student mgnt sys		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> checklist		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

10. Follow Up

The BIP will be reviewed monthly (at minimum) and mutually agreed upon during the case conference committee meeting.

Person(s) responsible for implementing BIP (staff title):

Person(s) responsible for reconvening team (staff title):

Implementation date:

Review Date:	Type of contact	Recommendation
	<input type="checkbox"/> Case conference	<input type="checkbox"/> Continue BIP as written
	<input type="checkbox"/> E-mail	<input type="checkbox"/> Continue BIP with revisions
	<input type="checkbox"/> Phone call	<input type="checkbox"/> Discontinue BIP (case conference necessary)
Review Date:	Type of contact	Recommendation
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Tom identifies when he is becoming frustrated and chooses a strategy to manage his emotions.